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ABSTRACT

The Miller-Unruh Basic Reading Act of 1965 expresses the commitment of the California State Legislature to helping children in the primary grades learn to read successfully. Specific objectives of the Act are the prevention and correction of reading disabilities at the earliest possible time in the educational career of the pupil. The long-range goal is the development of a reading program to meet each child's individual needs in the public schools. Realizing the importance of the principal's role in the success of such a program, the Bureau of Elementary and Secondary Education sponsored inservice training programs to strengthen the elementary principal's supervisory responsibility to the Miller-unruh specialist teacher reading program. Each of the regional conferences focused on the following aspects: (1) common techniques for administering the program, (2) organizational patterns in the elementary schools, (3) current research findings that have implications for inservice training, (4) current trends in program development, (5) evaluation designs pertinent to academic and affective measures of reading achievement, and (6) program direction to be considered for the coming school year. This publication summarizes the presentations made by the session leaders at these conferences. (Author/TO)

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THE PRINCIPAL and the MILLER UNRUH reading program

1971–1972

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THE PRINCIPAL and the MILLER UNRUH reading program

1971–1972

A Résumé of Conferences Sponsored by the California State Department of Education

COMPILED BY

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FOREWORD

The success of the Miller-Unruh Basic Reading Act is, in large part, dependent on the leadership offered by the elementary principal. By his efforts, he can contribute greatly toward the operational success of the Act. With this realization, the Bureau of Elementary and Secondary Education, in 1971-1972, through six regional State conferences for elementary principals, reemphasized the role of the principal with respect to a program of early prevention and early correction of children's reading deficiencies.

Each of the regional conferences focused on the following aspects: 1) common techniques for administering the Miller-Unruh Reading Program. 2) organizational patterns in the elementary schools, 3) current research findings that have implications for inservice, 4) current trends in program development, 5) evaluation designs that are pertinent to academic and affective measures of reading achievement, and 6) program direction to be considered for the coming school year. It is a challenging task to put together all the components that make up an effective reading program. Our dedication to this task will be the measure of our success.

Wilson Riles

Superintendent of Public Instruction

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INTRODUCTION

Public concern over inadequate developmental reading instruction, which was regarded as the major cause of many students' reading problems, prompted the State Legislature to pass the Miller-Unruh Basic Reading Act of 1965 (California Education Code Sections 5770 through 5798). The Act, therefore, expresses the commitment of the State Legislature to help children in the primary grades to learn to read successfully. Specific objectives of the Act are the prevention and correction of reading disabilities at the earliest possible time in the educational career of the pupil. The long-range goal is the development of a reading program to meet each child's individual needs in the public schools.

The Miller-Unruh Reading Program began with 52 school districts in 1966-1967, was expanded to 304 districts by 1969-1970, reduced to 293 by 1971-1972 and is expected to stay at about this same number of districts during the 1972-1973 fiscal year.

It has been said "as does the principal so goes the school". Realizing the truth of this statement, the Bureau of Elementary and Secondary Education decided to offer inservice training programs to strengthen the elementary principal's supervisory responsibility to the Miller-Unruh specialist teacher reading program. These inservice training conferences offered:

(1) Opportunities to discuss various ways to administer the early preventive and corrective intent of the Act
(2) Discussions of organizational designs used in the elementary classrooms which motivate children to develop specific reading skills
(3) Components of program models offering a variety of approaches for diagnosis and prescription of children's difficulties
(4) Information on various techniques for evaluating the effectiveness of the Miller-Unruh Basic Reading Act
(5) Current research findings that have implications for program development
(6) Information on reading methods and materials that have proven effective with children of minority groups
(7) Procedures for initiating and supervising a tutorial program in the primary grades
(8) Program direction that may be taken to implement the intent of the Act

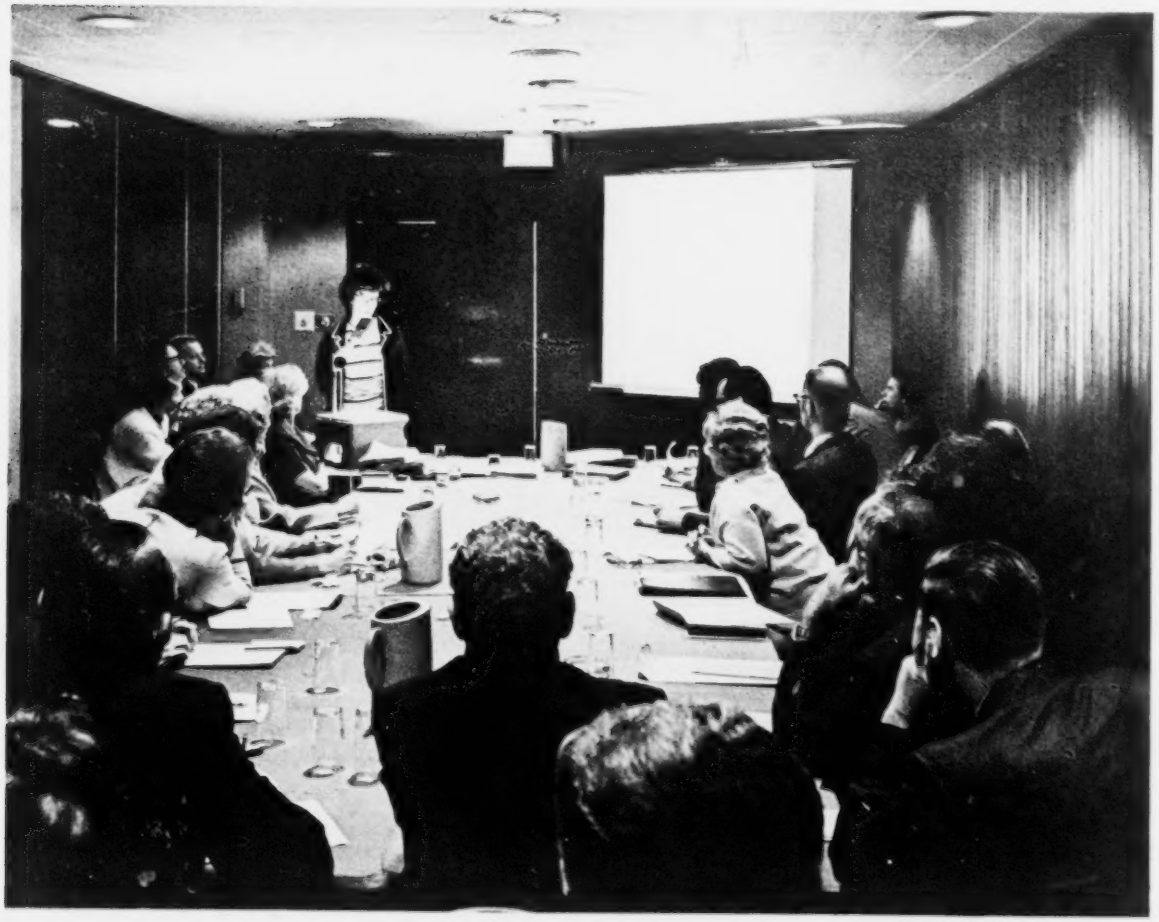
The costs of these inservice conferences for elementary principals have been met from State funds with support from the county schools offices, school districts, state colleges

and universities. The funds expended for a series of six regional conferences amounted to about $2,100.

This publication summarizes the highlights of the presentations made by special consultants, elementary principals, and specialist teachers participating as session leaders. It is hoped that this compilation of inservice training highlights will prove helpful to the principal as he works with Miller-Unruh Specialist Teachers in the 1972-1973 school year.

Clarence Hall
Associate Superintendent of
Public Instruction, and Chief
Division of Instruction

Mitchell L. Voydat
Chief, Bureau of Elementary
and Secondary Education



THE ROLE OF THE PRINCIPAL IN THE UTILIZATION OF THE SPECIALIST TEACHERS IN THE TOTAL READING PROGRAM

Throughout the nation, data are steadily accumulating to support the criticality of the principal's leadership in the improvement of instruction. No longer is there any informed contradiction of the statement that the principal is the most critical factor in determining the quality of an educational program within the school. Yet principals, in their training, have not had appropriate preparation for the assumption of such a leadership role.

An example of this void in preparation is highly visible in the principal's direction, supervision, and administration of the reading program within his school. Too often such responsibility is delegated to the specialist who may, or may not be qualified to assume that responsibility. Regardless of qualifications, this specialist has neither the overview nor the possibility for influence possessed by the principal.

Consequently, the principal should insist on inservice training (as part of his work day) so he will be prepared to direct those responsible for a successful program in reading. These supervisory skills which are equally powerful and generalizable to any other program in the school consist of the ability to:

a. *Appraise and encourage (not conduct) diagnostic teaching to determine each learner's instructional level rather than the typical stockpiles which result from testing less important details.*

b. *Generalize, recognize, and reward teaching which is focused by the presence of explicit instructional objectives and where achievement is made highly probable by the conscious and deliberate utilization of research based principles of learning.*

c. *Constantly monitor the teacher's responsibility for attainment of learning so each increment is accomplished by the learner before moving on to the next learning task.*

d. *Conduct with the aid of the specialist teacher, systematic inservice for staff whereby each teacher becomes accountable for a steadily improving program of reading in his own classroom rather than referring students to a remedial program.*

To accomplish these supervisory objectives, a principal does not need to be a teacher of reading but rather

a teacher of teachers - his most important function in the school.

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A FACILITATIVE PRINCIPAL ENCOURAGES INNOVATIVE TEACHING

Miller-Unruh reading teachers can be encouraged to be both creative and innovative by a facilitative principal. Innovation can best occur when the interaction between principal and reading teachers is of a cooperative nature.

The principal who is a facilitator fills the following needs:

1. The need for availability

   A facilitative principal is available to the faculty including the Miller-Unruh teachers. As such, the principal and the reading teachers have both planned and impromptu meetings so that long range and short range goals can be formulated and achieved. These meetings must be marked by openness and trust in which decision-making is shared.

2. The need for reinforcement

   A facilitative principal indicates an interest in the reading program by deed as well as word. As such, principals need to visit reading teachers as they work so that they actually know what the program is and how it is proceeding. Then, by providing reinforcement to the Miller-Unruh teachers in terms of the positive aspects of the program, principals insure the continuance of effective aspects of the program. They can also help reading teachers plan action for redirection in terms of components of the reading program which prove less fruitful.

3. The need for input of new ideas

   A principal, by his attendance at meetings and conferences and through reading educational

Journals is often exposed to the latest in research, other literature on reading and the latest in teaching materials and equipment. By providing information to the teachers on these new ideas, inviting publishers to demonstrate materials at the school and providing résumés on innovative reading ideas from the literature, the principal can share his experiences with teachers. Such a principal also allows reading teachers and others on the staff to attend conferences and inservice activities thus setting a climate for innovation.

4. The need for lines of communication

A facilitative principal establishes lines of communication between the Miller-Unruh teachers and himself, Miller-Unruh teachers and other teachers on the staff, Miller-Unruh teachers, the total staff, and himself as principal. When these lines of communication are utilized, problems can be worked out before they reach crisis proportions. Moreover, sharing of ideas occurs more readily, both between classroom teachers and between Miller-Unruh teachers and classroom teachers. Sharing of innovative ideas is a two-way street. As classroom teachers participate in many activities yielding ideas for the improvement of the Miller-Unruh reading program, the Miller-Unruh teacher can provide much input for classroom teachers.

5. The need for good relationships between Miller-Unruh teachers and total staff

The facilitative principal provides the climate for good working relationships between Miller-Unruh teachers and the total staff. Only when the principal is successful in this matter can Miller-Unruh teachers and other classroom teachers function effectively and harmoniously in the endeavor to provide the best reading instruction possible for children.

Innovation and creativity can characterize the teachers of the Miller-Unruh programs in each school. Such creativity and innovation can surface more readily when principals are facilitative. Principals facilitate reading teachers' endeavors to help children become effective, independent readers when principals help provide the climate for cooperative relationships. When this climate exists, Miller-Unruh teachers can focus all of their energies on the reading program. They can develop effective innovative programs by seeking answers to questions concerning the program such as:

What is the reading program now?
What should the reading program be?

TECHNIQUES FOR ADMINISTERING MILLER/UNRUH READING PROGRAMS

Where are we going in reading?
How do we best get there?

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IMPROVING A READING PROGRAM BY USING INSTRUCTIONAL OBJECTIVES

The teaching of reading can be made more effective through the assistance of the administration and through inservice education on developing instructional objectives.

Teachers need assistance in acquiring skills for developing instructional objectives and for assessing how well the objectives have been obtained. Both of these teacher competencies--goal determination and goal accomplishment--are of equal importance for an effective reading program.

One means of increasing the efficiency of teaching reading is by tailoring instructional reading objectives for the school reading program upon the specific needs of the students. Secondly, teachers must devise measures which can be used in assessing the attainment of the objectives.

Administrators can help teachers in developing instructional objectives by informing teachers of the availability of collections of instructional objectives. These may be obtained from several exchange agencies. The careful selection of specific objectives from these collections may be helpful in providing a basis for precise instruction.

Teaching may be more efficient also as the teacher understands the significant limitations of norm referenced tests and the potential dividends to be accrued from the use of criterion referenced tests. To facilitate the use of criterion referenced tests the principal might ascertain that the teacher is conversant with sources for obtaining these tests. Through the selection of instructional objectives which accurately identify key reading competencies and through the frequent use of measuring instruments which assess these objectives, teaching can be made more precise and effective.

TECHNIQUES FOR ADMINISTERING MILLER/UNRUH READING PROGRAMS

Another device recently developed whereby reading teachers can improve their teaching proficiency in accomplishing specific instructional objectives involves the use of mini-lesson teaching improvement kits. Using a carefully developed lesson, the teacher instructs a small group of pupils for a short period of time, in an attempt to accomplish a precise instructional objective. In some instances these instructional objectives may be identical to those the teacher is attempting to achieve in the classroom teaching of reading. In other instances the objectives may be analogous, but not identical, to a learning task students must master. The mini-lesson consists of designing a plan of instruction to accomplish a specific learning objective and then utilizing this plan in instructing a small group of pupils. At the conclusion of the mini-lesson, the teacher tests the students' achievement to measure the success of his teaching. Following the mini-lesson the teacher, with the assistance of his colleagues, discusses the instructional tactics employed with respect to the learners' accomplishments of the specific objectives.

By enabling teachers to become knowledgeable in the use and evaluation of instructional objectives and in assessing the effectiveness of their teaching to objectives, principals should note a marked increase in the instructional efficiency of the teaching of reading. Both the regular classroom teacher and the Miller-Unruh reading specialist should grow in their ability to teach more precisely to the needs of the students by using these procedures.

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EFFECTIVE UTILIZATION OF SPECIALIST TEACHERS IN PRIMARY GRADES

Specialist teachers have high expectations for their principals in improving the total reading program. The principal is the key figure in the building of a successful reading program. His specialist teacher's effectiveness will be greatly determined by the extent that he opens the door to faculty cooperation in improving reading skills and activities. Another of his key roles is to provide com-

munication opportunities between staff and specialist. He and the specialist need to discuss reading goals for the school. They need to plan how to accomplish these goals through both formal and informal inservice activities with the faculty. The principal is also the chief provider for the Miller-Unruh teachers. In order to use the Miller-Unruh specialist most effectively, he must provide materials, working space, storage facilities and allow the specialist the freedom to schedule her own time for such essentials as conferring with teachers and parents, planning for inservice meetings and attending conferences and reading meetings in order to maintain her own professional growth.

One of the most important functions of the principal is in defining the role of the specialist teacher in developing inservice activities geared to the needs of the teachers in her particular school. These inservice activities may include faculty reading meetings, aid training sessions, individual teacher conferences, reporting on test and test data, reviewing conferences attended or demonstration teaching. In addition, informal meetings during coffee breaks also provide excellent opportunities for the exchange of ideas and information.

In planning for these inservice activities with the specialist teacher, the principal provides time for the specialist to visit classrooms, observe children's and teacher needs and develop long range goals.

Principals may encourage a variety of approaches for facilitating the task of reading instruction between the specialist teacher and the regular classroom teacher such as joint attendance at reading meetings and workshops, presenting demonstrations together to the staff, three way parent conferences, and continual sharing of diagnostic-prescriptive-evaluative work with children.

The principal's role is a vital one in the effective utilization of the Miller-Unruh reading specialist in his school.

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COORDINATING MILLER-UNRUH AND TITLE I READING PROGRAMS TO OBTAIN THE BEST MILEAGE FROM CATEGORICAL AIDS

In several schools throughout the state, reading programs are functioning under the direction of both Miller-Unruh and Title I. The major concern of the school principals and the Miller-Unruh coordinators is:

HOW CAN THESE PROGRAMS SUPPLEMENT BUT NOT SUPPLANT EACH OTHER?

Both programs have specific guidelines which must be followed and must be made functional within an organizational model. Even though Miller-Unruh and Title I have specific guidelines unique to their respective programs, the major goal of both programs is one of the same - namely, the improvement of reading achievement for the program participants. The following organizational model for personnel facilitates the activities of both programs.

GRADE LEVEL RESPONSIBILITIES FOR READING PERSONNEL

Grade	Miller-Unruh	Title I
1-3	Reading Specialist	Instructional Aide
4-6		Reading Teacher and Instructional Aide

In both reading programs the instructional aides usually work under the guidance of reading specialists teachers. The utilization of instructional aides/paraprofessionals is on the increase. In years past, aides/paraprofessionals worked with the school in more or less of a social manner by doing such things as making costumes, chaperoning after school activities and assisting with the health program. Presently, most of the paraprofessionals' activities are closely related to the instructional program and to the process of individualized learning. The concept of *the teacher* is gradually being supplanted by the concept of a *teaching team* composed of persons of differing competencies, training and life experiences. The classroom team may include the teacher directing the instructional program as the diagnostician and prescription writer and paraprofessional(s) functioning under teacher guidance at various levels of responsibility depending upon the needs of the situation.

Since it is believed that quality education means meeting individual needs, paraprofessionals must be given the training and the responsibility of assisting teachers in the instruction of students so that teachers may use their energies and specialized skills more effectively. That is to say, rather than, either the classroom teacher or the reading specialist/teacher utilizing precious time for students to practice for mastery of a skill, the paraprofessionals

can be trained to effectively supervise the practice or reinforcement of a skill.

THE READING SPECIALIST/TEACHER TEACHES
THE PARAPROFESSIONAL REINFORCES

To promote productive learning, the *teaching team* or *classroom team* must direct efforts towards the major goals of:

-- *establishing rapport and mutual respect among student, home and school*

-- *creating a learning environment which is broad in scope and varied to meet individual needs of students*

-- *identifying each student's learning style, needs and interest.*

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ADMINISTERING AND IMPLEMENTING A PROGRAM OF VOLUNTEERS AND PAID AIDES TO WORK WITH CHILDREN WITH PROBLEMS IN A SUBURBAN AND AN INTER-CITY EDUCATIONAL ENVIRONMENT

Are volunteers an untapped resource or a threat to quality education? Properly used volunteers can prove a valuable resource to the classroom teacher.

The successful use of paraprofessionals and aides depends to a great extent upon the way in which these auxiliary personnel are incorporated into the schools. With the increased use of volunteer and paid aides there have developed multiple ways of using and training this auxiliary staff. Available research, writings and personal experiences seem to show some common factors in all successful programs. These factors include the following steps:

1. Several methods for recruiting suitable candidates.

2. Initial screening by a committee, which includes representatives from administration, teachers and aides.

3. A pretraining period to orient the prospective aides to their role and responsibilities in the total school program and to give an overview of the areas in which they will be working. A job

description of responsibilities and tasks expected will be helpful.

4. Inservice training workshops to facilitate understanding of learning problems and to offer a resource for a variety of approaches and materials to use in working with children and to relieve the classroom teacher of burdensome explanations and training. Inservice ideas for training aides should cover these areas:

    a. Introduction to/and practice in manuscript writing
    b. Preparation of instructional materials
    c. Training in use of audio-visual equipment
    d. Familiarization with duplicating and copying machines
    e. Development of an awareness of the sequence of reading skills
    f. Instruction in the use of informal tests and check sheets to be used under teacher direction
    g. Development of the ability to interpret lesson plans and to evaluate the student's response to instruction for feedback to the teacher
    h. Familiarization in use of the individualized lesson plan with emphasis on success-oriented learning experiences.
    i. Encouraging awareness of speech irregularities or other handicaps, more readily observable in working on a one to one basis, to assist teachers in making referrals or prescribing for remediation.
    j. Introduction to story telling techniques and background for choosing appropriate stories.

5. Provisions for teacher training in the use of aides to insure maximum benefit to all concerned.

6. Inclusion of aides in teacher workshops, making the aides feel a part of the total staff and total education effort.

7. In the case of volunteer aides, consideration must be given to such personal problems as baby sitting needs, scheduling for time available and transportation. The team-effort approach seems to give the volunteer a feeling of being an important part of the total process. It helps develop an attitude of personal responsibility and tends to decrease absenteeism.

The smooth effective functioning of the program depends on thoughtful human relations, key personnel, preplanned pro-

cedures, and easy efficient system of record keeping, and a team approach which involves the volunteer or paraprofessional in reinforcement work with children. The quality of education improves when the Miller-Unruh specialist and the classroom teacher can give more attention to planning, diagnosis, prescribing, counseling, and evaluating. This is made possible when aides or paraprofessionals help in the educational process.

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THE ORGANIZATION AND IMPLEMENTATION OF A DEVELOPMENTAL READING PROGRAM

The Developmental Reading Program of Los Angeles City Schools designed by the Reading Task Force is an articulated, sequential formulation of reading skill encompassing pre-kindergarten through grade 12 learners. It is presented in the modality of behavioral objectives which form the basis for the criterion-referenced tests which diagnose learner needs and assess his growth in specific skills. The program is learner-oriented, success-oriented, systematic, sequential and is capable of measuring learner progress in specific skills. The Developmental Reading Program encompasses a series of four stages from pre-kindergarten to grade 12: Fundamental, Skills Extension, Broad Application and Advanced Reading. The Fundamental Stage now being implemented with 5 to 9 year olds contains 30 steps. It has as its major overall goal the attainment of functional reading ability or literacy. Multi-sensory readiness, decoding, vocabulary, comprehension, location and study skills are included and correlated, but in all areas they reflect only those decoding patterns and sight words which the learner has been taught and can, therefore, be held accountable for at any one step.

The Developmental Reading Program consists of the following elements:

1. *A conceptual design of goals, curriculum objectives, and behavioral objectives provides a continuum of reading skills throughout the four stages.*

2. *Sequential organization of four levels of 30 steps within the first stage is called the Fundamental Stage.*

3. *Supportive human resources at each local school includes a teacher coordinator to coordinate the program, an order clerk to fill teacher requests for material, and, for every 60 learners in the program, an educational aide to assist the teacher in instruction and reinforcement.*

4. *Supportive material resources include:*

   a. Placement tests which are used to determine on what step in the sequence each learner should begin his instruction
   b. Diagnostic/Prescriptive tests (coded to behavioral objectives) which diagnose learner strengths and needs and assess his progress after instruction
   c. *Individual Reading Achievement Inventories which are used to record the learner's diagnosis and specific skill progress and*

his growth in the affective domain

d. Teaching ideas and instructional materials coded to the behavioral objectives and reflecting a multi-media approach which provide the prescription for the diagnosis and are used to teach and reinforce each learner's needed skills.

5. Black and bilingual Spanish components consisting of objectives, teaching ideas, and instructional materials are used to meet special needs of Black and Mexican-American learners.

6. Organized staff development utilizes released time for teacher and community leadership. These sessions provide all personnel with an understanding of the elements, procedures and techniques necessary to implement the Developmental Reading Program.

7. Assessment, evaluation and monitoring provide program designers and local staffs with the information necessary to modify and improve both the program elements and procedures.

At this point in time, the Reading Task Force is finalizing the skills lists and developing the criterion-referenced tests, materials, and teaching ideas to meet the need of those elementary school age learners ready for the Skills Extension Stage and for those learners who have not achieved competency in the Fundamental Stage. The target date set for the implementation of these two facets of the program in Los Angeles will be September, 1972. Thus, during the 1972-73 school the entire population of the 34 Task Force schools in Los Angeles City will be involved in the Developmental Reading Program.

Based on the data received from the field and continuing cooperation with community and school personnel, the program will be revised, refined, and extended through the grades. It is anticipated that the goal of having each learner find success and enjoyment in active participation in reading will be realized under this program.

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STAIR - A DIAGNOSTIC AND PRESCRIPTIVE APPROACH TO READING

A committee of reading specialists representing each of the E.S.E.A. schools in the Stockton Unified School District developed the STAIR Reading Program as a guide for teachers to follow for individualizing the reading program. This pro-

gram or system was designed to supplement any reading program a school might utilize such as basal, linguistic or programmed reading. The STAIR system was written in response to requests from teachers for help in individualizing the reading program. To most effectively individualize a reading program, some means of diagnosing each student's strengths and weaknesses in a systematic way is necessary. After diagnosing individual needs, it is then necessary to have the skills organized in small sequential steps that enable a student to be instructed on his skill level and to progress from level to level as rapidly as he is able.

The STAIR program includes six areas of reading: Vocabulary, comprehension, study skills, and the word analysis skills of consonants, vowels and structural analysis. Long-term instructional goals have been written for each area. The six areas have been divided into levels of difficulty and arranged into readiness skills in Level I progressing through six more levels to the more advanced skills.

A placement test is available to help the teachers diagnose the student's strengths and weaknesses and helps place the student on the steps of sequential skills. Prerequisites of the skill to be learned are included and help to insure correct placement and advancement through each of the sequential steps. Each skill in the sequence has an accompanying behavioral objective and an evaluation tool.

The components of the program, including the materials in each of the schools, have been coded for computer use. During the school year teachers will be programming resource materials to each of the objectives as they teach, practice, reinforce, and review the skills.

A student's progress through the skill areas is recorded on a series of sequence sheets. These sheets may also be used as a conferencing guide and as a report card. As he completes each objective, the student's progress is transferred to a permanent profile, developed and coded for the STAIR program.

The personnel involved in tracking and assisting pupils through the sequence of skills in addition to the teacher and the reading specialist include teacher corp interns, aides, interns from the University of Pacific and volunteers. Most of these extra personnel are not trained in reading. Therefore a glossary of terms was developed using Dr. Heath Lowry's book as a basis for words to be included.

Some teachers are unaware of the total scope and sequence of skills taught in the teaching of reading. The STAIR system has made teachers much more aware of the reading skills and their sequence. Another aid to the teacher is a binder of lesson plans developed by teachers. These are available in the schools for other teachers' use. These lesson plan binders are also an asset in reevaluation of

original plans and enable the teachers in improving their teaching.

The 1971-72 year is the field test year for the program. During this period evaluations will be made to determine the success of the program. Necessary revisions will then be made.

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PROJECT READ

Project READ is a diagnostic, prescriptive individualized program which provides structure and organization for the child to progress through a series of reading skills at his own rate. READ is not just a paper and pencil program. Oral instruction must be given on an individual or small group basis. Much supplementary material, games and peer teaching, as well as other aids, are used to enable a child to achieve mastery of needed reading skills.

READ is a tool for the teacher to use to meet the individual needs of the children. The teacher is the key person in the program much of the success of the program depends upon her use of the materials.

Project READ is an extensive individualized program in which a child is tested for placement on a reading skills continuum. He progresses at his own rate of speed achieving mastery as he moves along the continuum.

This continuous progress design includes student contracts, placement tests, pretests, check tests, post tests and student worksheets. By pretesting a child for each unit, a child is given credit for those skills he already knows and only works on the skills he does not know. Thus a child does only the minimum amount of work needed for him to master a particular skill. Post testing, however, assures that the child has indeed mastered the skill.

In order that children learn to become self-directed, all READ materials are child centered. Worksheets contain directions written to the child on his level of understanding. The "box" format in which the directions are always written can be easily located by the child. Each time a new skill appears, an explanation page is included.

Each student's daily progress differs from that of his classmates. Due to the individualized program design of READ, the rate of speed at which each child moves through the skills sequence depends upon his prior skills knowledge and his own capabilities. Each student works, via contract, in a program tailored to his own particular needs. Each then is assured of success.

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A READING LAB WITHIN AN ELEMENTARY SCHOOL

The Reading Lab was designed to upgrade and rejuvenate the reading program throughout the entire elementary school. Drastic action and new directions were sought in implementing an all-out "crash" program of reading.

The school student body included 40% Mexican-American students who use English as a second language or speak no English at all. There was a 70% transiency rate in this declared poverty pocket area.

The Reading Lab included seven basic learning centers. The listening and viewing center had twelve stations for viewing and listening lessons. Other stations were those for children needing additional work on fine motor skills, a library center for the more able reader, a skill center for comprehension and drill lessons, a language center for story telling and imaginative puppet play, a story writing center built around three typewriters, and a large well stocked game center. A reading machine to provide additional experience with phonics completed the centers in the Lab.

The children came into the Lab in groups ranging from six to thirteen. There were five groups in the Lab each morning. Approximately 225 children were served each week. Detailed notes were kept for each group so that the activities could be varied and duplication of the audio-visual and listening materials avoided. Activities or skills which the child found difficult were nodified and repeated When a child found a task too easy, a more difficult task was selected. The children reported first to the audio-

visual station and were assigned from there to the various stations.

A good deal of time was spent at the beginning of the semester in preparing teacher-made-materials for the Lab as well as in readying the room itself. Games were made for the various reading skills. Some games were purchased. Listening lessons for two SRA Labs were taped. These have been both instructive and serve to reinforce needed skills. A fine library of sound filmstrips from varied literature and other subject matter was acquired for the Lab. The comprehension kits were "home made" to meet the specific needs of the students using the Lab.

As might have been expected, several problems were encountered. Perhaps the biggest problem was that of scheduling classes through the Lab. Working with the teachers' schedules to evolve a satisfactory arrangement for all concerned was a complicated process since eight classrooms are involved.

Of course, in any volunteer program there were bound to be problems. Since the Parent Coordinator had done an outstanding job in taking charge of the volunteers and their schedules there were fewer problems. She was also helpful in handling some of the problems which arose. The training of the volunteers was time consuming but was no problem. This may have been because only those who really want to serve have remained with the program. Also there was the ever present problem of money. Materials for the Lab were needed. This problem was partially solved through a fund raising activity supported by the entire school and community.

It is hoped the objectives for the Lab will be achieved. These included: Making reading a happy experience, increasing reading proficiency and augmenting and reinforcing those skills being taught in the classroom. It is hoped that improved test scores will reflect the success of the Lab. Even if the reading socres do not show the decided rise as hoped, this Reading Lab will have been an exceedingly worthwhile and meaningful experience for all concerned. It has been possible to assess from the very beginning the pleasure that the children experience in coming to the Lab. Much positive response came from the children, their parents and the classroom teachers. The volunteers have told of the joy and gratification they received from seeing the children so happy and enthusiastic about their experiences in the Lab. Such positive indications were a measure of the success of the Reading Lab.

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REORGANIZING ELEMENTARY CLASSROOMS TO FACILITATE READING INSTRUCTION

Learning centers offer the teacher help in organizing individualized instruction and developing independent learners. But in order to facilitate reading instruction through the organization of a classroom learning center program, the teacher must internalize some basic concepts relative to how children learn to read:

1. *Reading is not a subject, but rather as a combination of skills to be learned, practiced, and transferred to all curriculum areas. These skills should be clearly identified to children so they understand what they are learning and why it is necessary to achieve mastery. These skills are word attack (phonics, structural analysis, and content), instant word recognition, vocabulary, and comprehension.*

2. *Children must be active participants in the learning process. They must have the opportunity to make many responses and to practice and reinforce learned skills in a variety of ways.*

3. *All children learn to read differently. Even when a teacher depends upon the same basic approach to reading instruction, children use different modes to cement learning.*

4. *The transfer of reading skills to other materials and subjects must be a prime objective in a reading program.*

The learning center approach creates an enriched learning environment where learning experiences in all the skills of reading are provided. At each learning center children practice skills independently with multi-level self-correcting materials which provide immediate reinforcement of responses and opportunities to advance to higher levels of difficulty. Listening, writing, and oral expression skills are developed concomitantly with reading skills. Teacher and pupil evaluation are carried on weekly.

This is a total approach to reading instruction. It is based on an understanding by the teacher of what skills need to be taught, how they can best be taught, and what instructional materials can best be used to accomplish set objectives. The teacher must also determine the skill needs of her students and the instructional level of each child. She is then able to provide directed skill instruction and learning center activities to match her student's needs.

Each Miller-Unruh Specialist, serving as a resource teacher at her school, develops sample materials for use

at learning centers. As the reading specialist moves from class to class working with students, specific skill needs are identified by the reading specialist and the classroom teacher. Then learning center activities are planned. The specialist suggests or prepares a model learning center activity which is then placed on display for other teachers to check out and copy.

The learning center organization enables children to practice skills individually and in small groups. Children are actively involved during reading instruction and are highly stimulated by activities which have great appeal to them. They experience success daily and become responsible and responsive learners.

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PROJECT LINKAGE

Project Linkage is a RATE research model designed to demonstrate the cooperative interaction of a State Department of Education, a University, and a local school district. Initiated by the University of California at Los Angeles, and established in conjunction with the Los Angeles Unified School District, Project Linkage is funded by the Bureau of Professional Development, Division of Compensatory Education, California State Department of Education. The project is in its first year of implementation. A Los Angeles Title I school of over 1,000 students, of which 98% are black, was chosen for the project. The school had not responded to previous attempts to improve students' academic performance.

The object of the project is to demonstrate improvement of academic skills and self concept of the inner city learner as a result of measurably increasing the teacher's professional skills which contribute to such learning. Those skills are defined in the project proposal which incorporates the following:*

1. Separation of educational constraints from ethnic, financial, intellectual, or emotional excuses which constitute typical "cop-outs."

2. Determination of the learning a student has already achieved and what he is ready to learn in terms of degree of difficulty and complexity.

3. Identification of productive learning behavior for achievement of the learning task and for the learner.

4. Determination of an instructional objective with specificity in content and perceivability in terms of learner behavior.

5. Identification of the principles of learning relevant to the accomplishment of the instructional objective.

6. Adaptation of those principles to the situation and to each learner.

7. Incorporation of the teacher's own personality

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*Madeline Hunter. "The Science of the Art of Teaching." Controversy in Education. Edited by Dwight Allen. Philadelphia: W. B. Sanders, Publishers, (in press).

attributes and competence in the specific learning area in order to enhance the learner's probability of successful accomplishment. Here the artist teacher uses intuitive knowledge which is inarticulate and not systematically transmittable to other teachers.

8. Synthesis of the above decisions in a design for a teaching-learning episode.

9. The actual teaching-learning interaction begins. The teacher's observations of the learner augment and/or correct the decision making process.

10. Evaluation is an integral and continuous aspect of the teaching-learning process. Constant monitoring of the learner's progress yields essential information which may modify or validate the teaching-learning process.

11. On the basis of these evaluative data collected <u>during</u> the teaching-learning process, the determination is made to a) reteach, b) practice and extend, c) move on, or d) "abandon ship" because for some reason, the objective is not attainable by the learner at this moment in time.

As one aspect of the project, emphasis is placed on training both Miller-Unruh teachers and classroom teachers to cooperatively plan, teach and evaluate pupil progress and teaching skills. In addition to the principal and the staff, including the Miller-Unruh teachers, U.C.L.A. coordinators offer guidance and direction.

Seminars are held. Teaching sessions are video taped and analyzed with the teacher concerned to identify the learning accomplished and the next area of focus. The next step in the project development will be an administrative seminar with 15 Los Angeles inner city principals. These administrative seminars are being held as preparation for implementation of the program in the 15 inner city schools.

Project Linkage is based on the eleven-category model of teacher education developed in "The Teaching Process." <u>Handbook for Teachers</u>. Edited by Dwight Allen and Eli Seifman. Glenview, Illinois: Scott Foresman and Company, 1971.

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PROGRAMMED TUTORING IN READING

Programmed tutoring in reading is a systematic sequence of pupil-team procedure developed at Soto Street School in Los Angeles to help students become effective tutors of their peers and younger children.

Based on the results of earlier field research in tutoring, in September 1968, a third grade teacher initiated intra-class tutoring in which the more proficient half of the class was paired off as tutors for their peers. Later in the semester some of the third graders, who had learned to tutor in their own class, were paired off as tutors for first graders.

The progress in reading as measured by reading scores at the end of the semester was most significant. As a result, a revolutionary organizational plan was proposed to enable older children to tutor younger children as an integral part of their own reading program. One requirement was that any teacher of older children who chose to participate in the program must have intra-class tutoring for his own pupils. The tutees of the class, having learned the procedures for tutoring while they were tutored by their peers, were paired as tutors of the less proficient half of a primary class. The tutors from the older class were paired with the more proficient pupils in the primary class.

This organization created a divided-class reading situation for the older pupils. Thus it was possible for the teacher to work with each half of the class in turn while the other half was out of the room tutoring primary children. Each primary class was organized so only half of the primary class was at school during the tutoring time. This provided the required space and furniture for the older pupils to use to tutor the younger pupils in the primary classroom.

The improvement in test scores as well as pupil attitudes toward reading and toward school led to the development of a school-wide tutoring program in which all the students were involved. Even first graders were tutoring kindergarteners in readiness activities.

As mentioned above the training of tutors was accomplished during intra-class tutoring in the higher grades. Both tutors and tutees become trained as they used the same materials and procedures they will use with primary children.

From year to year as the procedures were developed and refined there was more and more improvement in reading scores. Prior to the implementation of the tutoring program most of the primary scores were in stanines one and two. After two years of using the procedures, over half of the scores of the primary classes were in stanines four and above. Some were in stanines eight and nine. Hopefully continued research will lead to even better scores.

This student-to-student resource is ever present and, unlike most others, is enhanced by use rather than consumed. Personalities are developed. Self-images are improved. Wholesome human relationships have evolved. And some children, early in the elementary grades, aspire to be teachers.

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TRENDS IN PROGRAM DEVELOPMENT

DEVELOPMENT OF PERFORMANCE OBJECTIVES IN READING

In the summer of 1970, a committee of four teachers was selected, with an advisory principal, to formulate performance objectives in reading. One of the teachers was a Miller-Unruh specialist, one a primary teacher, one an intermediate teacher, and the fourth a teacher of the intermediate age educationally handicapped. All teachers in the Duarte District had seen the Popham filmstrips during the preceding school year at a series of inservice meetings, and had an opportunity to practice writing specific objectives. In addition, the committee members had done preliminary reading in the field and Dr. Marvin Nottingham of Norwalk-LaMirada District had served as consultant.

The first two weeks of the five-week summer period were spent in reanalyzing and redefining the process of reading. Six major categories were agreed upon: Literal comprehension, interpretive comprehension, critical comprehension, vocabulary, research skills and work strategies. It was decided that these categories would remain essentially the

same from kindergarten through sixth grade, the difference being the increasing sophistication of performance as the levels progressed. It was agreed to designate levels rather than grades to encourage teachers to use appropriate learning levels for children, rather than grade or age. It was further agreed not to tie the objectives to any one reading program or series but to include as much diversity of materials as possible in the teaching suggestions. The teachers then teamed together by twos, one team formulating specific objectives for Levels I through III, and the other for Levels IV through VI.

Every effort was made to keep the objectives to a reasonable number at each level. However, given the complexity of skills a child must master in order to become an efficient reader, it would have been non-definitive and non-productive to condense the objectives to a few vague generalities. Hence, the number of objectives range from a high of 54 objectives in Level II, representing a year's program in reading, to 40 in Level VI. The category "word strategies" was heavily weighted in the beginning three levels and diminished rapidly thereafter, while research and study skills become more numerous from Level III on.

The objectives were used on an experimental, voluntary basis for the 1970-71 school year. The Miller-Unruh teachers were thoroughly versed in the use of objectives and could be used as resource people by teachers. In addition, the Miller-Unruh teachers' own teaching became objective oriented.

In the summer of 1971, the committee was reassembled. Another primary teacher and two parent aides were added. Revisions were made, as necessary, based on the suggestions of the Miller-Unruh teachers as well as other volunteer teachers. A readiness level was also developed.

This year the objectives were adopted on a District basis. Although opposition had been voiced by some teachers, the objectives were being widely utilized. If teachers had never done prescriptive teaching, individualized lessons and given pre and/or post tests they may have a readjustment problem. Thus, a monthly inservice meeting is being held at each school to iron out classroom management problems and to work out questions as they arise.

Individual pupil check lists were examined at the end of November to check utilization and will be examined again in February and May. By the end of the year the lists should show the success, or lack of it, for the first year's program of using performance reading objectives.

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TECHNIQUES FOR INVOLVING PARENTS OF CHILDREN OF MEXICAN DESCENT IN DISCUSSIONS OF EXPERIENCES CONTRIBUTING TO READING SUCCESS

The major thrust for parent involvement in the Los Nietos School District began during the summer of 1964. We believed very strongly that a child's concept of school, of learning and of himself depended greatly upon the involvement and interest of his parents in the school. We believed that children whose parents were informed, and in some manner participated in the education of their children, would be motivated toward learning. We also believed that success in school was dependent to a great extent on the child's early experiences in a planned educational program.

Our objective was to involve children in school programs at an earlier age, and to develop the "open school" concept--a school in which parents could volunteer or receive pay for working as teacher aides in the classrooms. By this close relationship between the home and the school, we anticipated much discussion and communication regarding experiences children need to insure success in school. Consequently, district personnel began to establish programs of parent involvement.

During the summer of 1964, the District planned a program for four-year-old children in which parents would work on a volunteer basis directly with children. The program centered around nutrition. We discovered that parents were most willing to volunteer when given specific tasks to do. Time was made available for the staff and the parents to discuss the program and a great amount of understanding developed. The parents began to understand more thoroughly their role in the education of their children and some of the problems encountered by teachers in the teaching-learning process. The staff saw in the parents a resource that had long been overlooked, and began to appreciate greatly the skill, understanding and many contributions the parents could make to the total educational process.

In 1965, the District took advantage of O.E.O. funds to provide teacher aides for all classrooms in the school designated as the "target school". Teacher aides were recruited from the neighborhood. Many had served previously as volunteers. Funds were also available for the Head Start Program. A Child Development Center was established which became the center for parent education projects. Because of this involvement with the school, many of the teacher aides returned to school to finish high school. Some returned to college. A few of the original group have joined the staff as credentialed teachers.

Classes in child care, nutrition, sewing and English for Spanish-speaking parents were provided. One of the aides employed could not speak English. However, she was one of our most effective aides. Our only criteria for the selection of aides was a desire to work with children and local residence.

TRENDS IN PROGRAM DEVELOPMENT

All teacher aides attended inservice sessions provided by a person skilled in early childhood education.

In the intervening years, the District has encouraged parent participation as aides and volunteers. The number has grown over the years. One fact became apparent. Community involvement cannot be dictated. It occurs as a result of attitudes manifested over a long period of time.

Presently, the District is involved in programs involving three and four year old children in a bilingual/bicultural program funded by ESEA, Title VII funds, a Right to Read program and others designed to bring about more effective learning through parent participation and early intervention.

Parents and the school staff are working more closely than ever before in the instructional program. More effective communication with the community has resulted. Community information meetings, parent study groups, workshops, English classes and the local Parent Advisory Committees have done much to bring about the atmosphere of involvement now existing.

We believe our original objective of early involvement of children in educational programs and parent participation has been achieved and indicates a trend that should be continued in the school years to come.

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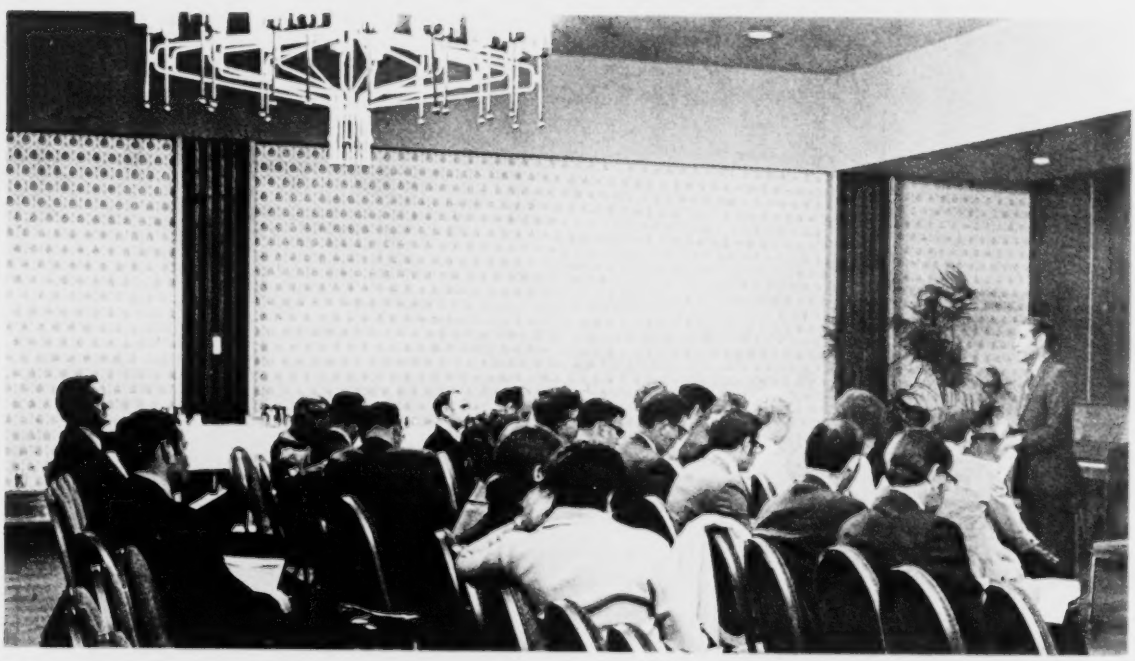

NET SHIFT ANALYSIS-AN APPROACH TO EVALUATING A MILLER-UNRUH READING PROGRAM

The evaluation of district Miller-Unruh Reading Programs since the beginning of the Act in 1966 has been a difficult task. The original focus of the Miller-Unruh Program was on remedial reading for primary children. Evaluation was primarily based upon the reading progress of that target group.

Over the past five years the emphasis of the program has shifted from remedial to preventative; and the role of the reading specialist has expanded to include inservice and assistance to other primary teachers.

With this new role of the Miller-Unruh reading specialist, a new evaluation plan became necessary, one that would identify and measure progress made by all pupils including the Miller-Unruh pupils. Therefore, the San Juan Unified School District was pleased to assist the State in piloting an evaluation approach known as the Net-Shift Analysis. The concept of this approach was to compare the test score distribution of a total group of pupils to a goal distribution established by the district or school. Differences between the actual distribution of scores and the goal distribution scores were computed to establish the number of "shift units"

required in order for the school or district to achieve its goal. At the end of the semester or year, all of the pupils were tested again and the new distribution of scores were compared to the original distributions. Computations were made to indicate the percentage of the goal that was achieved. Since this testing can be repeated periodically, a district can readily see progress toward a stated goal.

Although the San Juan District found the mechanics of the Net-Shift Analysis to be somewhat cumbersome, the concept of analyzing total group progress proved valuable.

The district modified the Net-Shift Analysis approach to make it easier for schools to use. For each school, the district computed the percentage of pupils achieving in each quarter of the publisher's test norms. The school analyzed the distribution of pupils in each quarter and established a goal of reducing the percentage of pupils achieving in the first or second quarter. To aid in reaching the goal, the names of the pupils were listed that scored in each quarter. This list was used by the teachers to plan teaching strategies to help improve their reading instruction. Maintaining copies of the distributions of scores and lists of students from year to year provided longitudinal data to assist in making a more complete evaluation of a school's progress.

This evaluation model allows a school and a district to bridge the gap between program planning implementation and evaluation.

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AN APPROACH TO ASSESSING MILLER-UNRUH PROGRAMS

Until the 1970-71 school year the analysis of the Miller-Unruh Program in the Rieverside Unified School District, as presented to the Board and reported in the local newspaper, was disappointing. Results all over California appeared to have little statistical significance. The State Department of Education was being criticized and penalized for lack of visible results and districts were looking askance at some of the programs.

In Riverside, the program recieved "rave notices" from parents, school staffs and principals but the final report bore statements like these:

> Of the 227 Miller-Unruh third grade pupils post-tested in May, 1970, 31 or 14% scored at grade level or above in reading, but 196 or 86% scored below grade level. Of those children who scored below grade level, 82 or 42% were at least one year retarded in reading achievement.

The district was in trouble! Each year children had been selected to participate in the Miller-Unruh program who scored in the first quartile on the state mandated tests. However, little attention was given to the expectancy scores of these children. It was decided that the screening process must be refined so that children with extremely low potential or clinical problems could be identified. When they were identified, then these children would become candidates for other special programs where they could be helped.

First priority for candidates for the Miller-Unruh program would be given to those children whose scores indicated a two to six month reading deficiency. These children would rapidly catch up to grade level and could then be graduated from the program. Next priority would be given to those children with a six to ten month reading deficiency. Finally, those with a year or more reading deficiency would be admitted to the program. This was a preventative program in its truest sense.

Number one on the district's list was the need to screen children by a different set of criteria. Next was the need to affect more children and teachers than a "pull-out" program could possibly touch. Third, was the need for a graphic, more sophisticated means of evaluative reporting which would consider instructional levels, growth scores and a comparison between Miller-Unruh pupils in "pull-out" programs and those children in "in-classroom" programs.

The hypothesis was that Miller-Unruh specialist teachers working in the primary classrooms would enhance the preventative aspect of the program. The spin-off effect then would be far greater than if the specialist acted as a resource and cooperating teacher with the primary teams.

A pilot program was initiated. Nine specialist teachers conducted the "in-class" programs and the remaining four the "pull-out" programs. In <u>all</u> the schools the Miller-Unruh specialist worked in the first grade classrooms.

The specialists were involved in every aspect of the project. Interim testing was conducted. Teacher, pupil and parent reactions were sought. The Miller-Unruh pupil profile card was field tested. The diagnosis of student needs and record keeping became more extensive and uniform. Bimonthly inservice meetings were given for the reading specialist. The specialists also conducted inservice meet-

ings in their own schools. In every way instruction was made as effective as possible.

When the results were all in they were most gratifying. A summary of these results, prepared by Dr. Mabel Purl, Director of Research and Evaluation and her research assistant, Judy Dawson, follows:

1. *Miller-Unruh pupils at both second and third grade levels averaged 13 months growth on state tests.*

2. *Nearly 75% of the pupils benefited from the program.*

3. *Forty-seven percent grew enough to decrease the deficits with which they began the year.*

4. *Another 25% grew enough to keep the deficits from increasing.*

5. *Miller-Unruh pupils grew more than did low-achieving pupils without Miller-Unruh programs.*

When Miller-Unruh specialists and teachers work together in a highly effective program, children's reading ability does improve.

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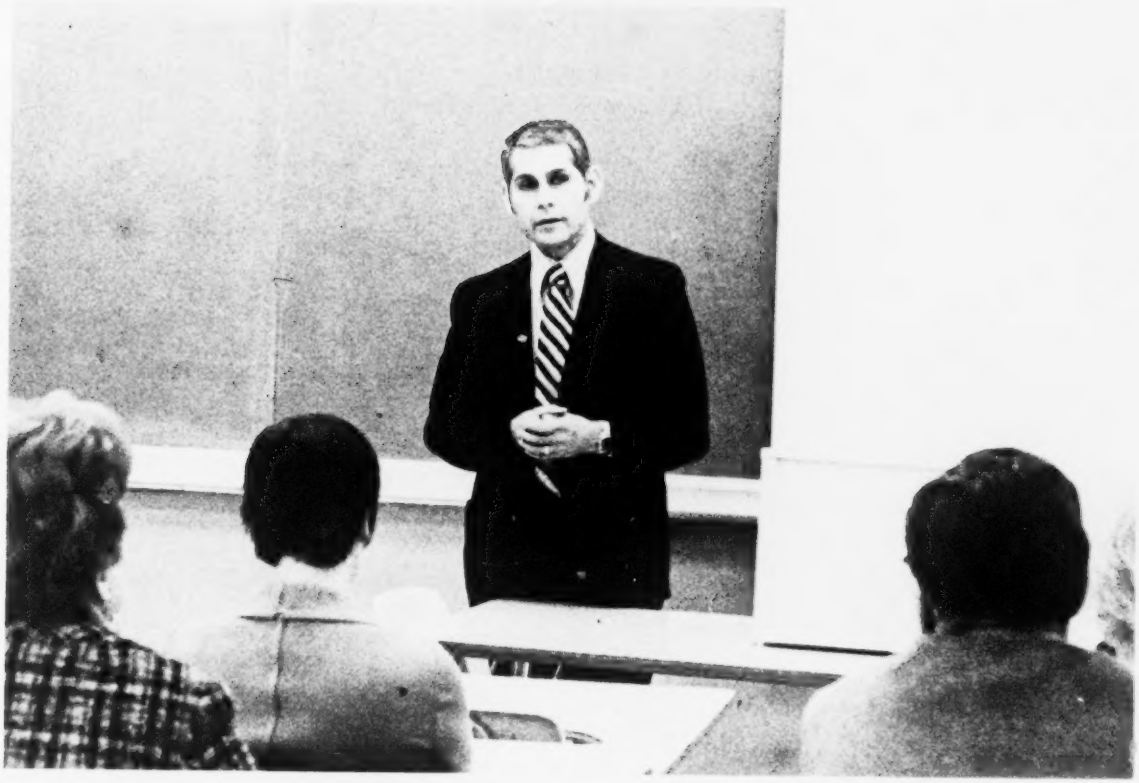

FUTURE PROGRAM DIRECTION

In the future, the emphasis of the Miller-Unruh Reading Program should be on the prevention of reading difficulties. This will increase the importance of the principal's role in administering the intent of the Miller-Unruh Program in the primary grades. Such emphasis will involve the principal in cooperation with the specialist teacher and regular classroom teachers in continuous assessment of reading instruction offered in grades 1, 2 and 3. This premise is based on the report of principals that regular assessment of reading programs facilitates the establishing of priorities with regard to children who are in need of preventative help from the specialist teacher. When this has been done, the achievement level of children's reading has been accelerated.

The setting of priorities is another of the tasks necessary for efficient implementation of the intent of the Miller-Unruh Act in which the principal plays an important role. Together with the specialist teacher and regular classroom teacher, he must decide which tasks will be attended to first. The principal is also responsible for meeting with the specialist teacher and regular primary teachers to discuss the progress of those children selected for preventative help and follow-up activities for those children instructed by specialist teachers.

He plays a vital role in bridging the gap between the help of the specialist teacher and the reading instruction provided by the regular classroom teacher. If preventative help is to be administered, both the specialist teacher and the regular classroom teacher should recognize that this communication is a continuous process in order that the reading difficulties may be resolved as they arise.

A secondary effect of principals' meeting with specialist teachers and primary teachers has been the coordination of the total reading program in elementary schools in addition to the full implementation of the intent of the Miller-Unruh Act.

Determining whether or not the specialist teacher is being utilized to her fullest potential is another one of the principal's roles. Some principals have discovered that reorganization of classrooms is essential in order for specialist teachers to work successfully within the classrooms, while others have discovered that the total school reading program needs reorganization. Therefore coordination of all reading programs in the school (regular, Miller-Unruh, other special reading programs) maybe essential for effective results in reading. In the future then, the special concerns of the principal appear to be: 1) successful coordination of the Miller-Unruh Reading Program with the regular and special reading programs of the school 2) identification of program deficiencies which could be hindering reading achievement and 3) establishment of priorities in terms of children's need.

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